

Local Heritage, Cultures and Landscapes of Montana: Using Sense of Place to Implement Indian Education For All

7th Annual Indian Education For All Best Practices Conference

February 25-26, 2013 Red Lion Colonial Hotel, Helena

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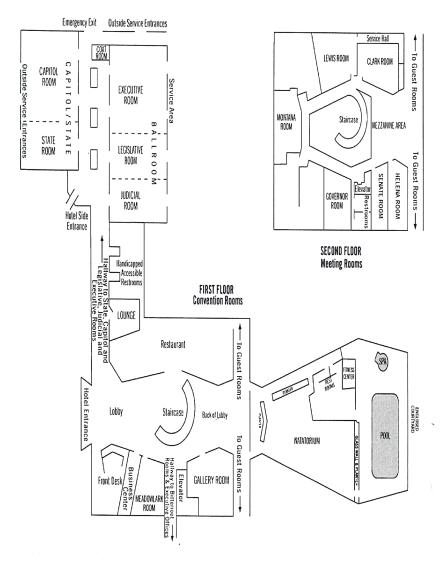
In the folders you will find conference evaluation forms, personal reflection guides and credit renewal forms. Thank you for completing the conference evaluation forms, as well as the personal reflection guides for your thoughts on IEFA practice. This information helps shape future conferences as well as the overall direction of IEFA work statewide.

We hope you enjoy this year's fantastic conference offerings! Please let us know if you have any questions while you're here.

OPI Indian Education Division Staff Mandy Smoker-Broaddus, Lynn Hinch, Joan Franke, Mike Jetty, Justine Jam, Julie Saylor, and Jennifer Stadum



Map of Red Lion Colonial Hotel



			AG	AGENDA AT A GLANCE	GLANCE				
			MONDAY, February 25, 2013 8:00 a.m. –3:45 p.m. with Recention 5:30-8:00 p.m.	MONDAY, February 25, 2013	ary 25, 20	113 :30-8:00 n.m.			
			OPENING	OPENING AND WELCOME - BALLROOM	ME – BAL	LROOM			
			8:00-9:00 a.m.: Registration and Continental Breakfast	gistration a	and Contin	ental Breakfast			
			9:00-9:30: All Nations Youth Council Welcome and	tions Youth	Council \	Welcome and			
	do G	ening	Opening Remarks with Denise Juneau, Superintendent of Public Instruction	e Juneau, S	uperinten	dent of Public Instru	ction		
	9:30 Opening	9- 10:3 0 9 Addr	9:30-10:30: 2 nd Annual Advocacy Award for Excellence in Indian Education and Opening Address: IEFA - A Vehicle for Delivering Content and Common Core Standards 10:30-10:45: BREAK	acy Award for Excell for Delivering Cont 10:30-10:45: BREAK	or Exceller ng Conten :BREAK	ice in Indian Educati it and Common Core	on and Standards		
			SES	SESSIONS ONE and TWO	and TWC	0			
SESSION AND TIME	CAPITOL Room		STATE Room	LEWIS Room	Room	CLARK Room	MONTANA Room	m o	GALLERY Room
Session 1 10:45-12:00	Casey Olsen Social Justice and the Common Core	ошшо	Heather Cahoon Rooted in Landscape: Using American Indian Oral Traditions to Implement IEFA	Caitlin Chiller Beowulf Meets Sitting Bull		L. Tall Bull and C. Werre Building Relationships with Plants and People	W. Hopkins, K. Widdicombe and B. McLaughlin Science Horzons Initiative:	ldicombe_ 1 tiative: EFA Science	J. Carjuzaa, B. Foster and K-12 Teachers K-12 Teachers Share Experiences from Online
			NETWORKING LUNCHEON (BUFFET) – BALLROOM 12:00 p.m1:00 p.m.	ON (BUFFET) – B	ALLROOM 12:	00 p.m1:00 p.m.	Units		Course (NASX 591)
SESSION AND TIME	CAPITOL Room		STATE Room			LEWIS Room		CLAR	CLARK Room
SESSION 2 (In Depth Session) 1:00-3:45	Anna Baldwin Inside Anna's Classroom: Strategies for Place-Based Instruction and Active Pedagogy	J. Nielsc Close Re Use	<u>J. Niekson, E. Zombro and K. McNeil</u> Glose Reading As A Tool for Indian Education Resource Use	on Resource	Patti Bartlett Natural Connectio Science Standards	<u>Patit Bartlet</u> t Natural Connections - Bull Trout, Fire Ecology, IEFA, and Science Standards		<i>ag</i> dian Poetry fo	<i>Dottie Susag</i> Montana Indian Poetry for All - Birthright: Born to Poetry
	ਰ	ULTURAI 5:30-6:	PLEASE JOIN US THIS EVENING: CULTURAL CONTINUUM: An Evening of Poetry Readings by Poets from Birthright: Born to Poetry 5:30-8:00 p.m. Myrna Loy Theater, 15 N. Ewing St., Helena 5:30-6:00 Reception with hors d'oeuvres and refreshments by Helena's own Benny's Bistro 6:00-8:00 Poetry	PLEASE JOIN US THIS EVENING: inig of Poetry Readings by Poet Nyrna Loy Theater, 15 N. Ev s d'oeuvres and refreshments by	IIS EVENING! Jings by Poets ter, 15 N. Ew reshments by	ifrom Birthright: Born to P. ing St., Helena 'Helena's own Benny's Bist	oetry ro		

		AGENDA A	AGENDA AT A GLANCE		
		TUESDAY, Fe 7:00 a.m	TUESDAY, February 26, 2013 7:00 a.m 3:55 p.m.		
		7:00-8:15: BREAKFA	7:00-8:15: BREAKFAST BUFFET – BALLROOM		
		SESSIONS T	SESSIONS THREE and FOUR		
SESSION AND TIME	CAPITOL Room	STATERoom	LEWIS Room	CLARK Room	GALLERY Room
SESSION 3 8:15-9:30	<u>Tim Ryan</u> Cultural Landscapes and Indigenous Peoples of Montana	K. Soderberg, L. Ferguson and W. Red Star Teaching Place and IEFA through Montana State Parks	S. Orr and A. Baldwin Progress or Invasion? Allotment and Homesteading on the Flathead Reservation	R. Plakke, M. Powell, and K. Moore (student) Discovering Place in the Bitterroot: Student Self-Expression through Collaboration	
		9:30-10:00: BREAK / PA	9:30-10:00: BREAK / PACK YOUR CAR/CHECK OUT		
SESSION 4 10:00-11:15	D. Brady-Leader and C. Falcon Native Games: Land Place and the Seasons	Marina Weatherly The Art of Visual Storytelling: Plains Indian Perspectives	Ronn Moccasin Indian Education: Then (Boarding School Era) and Now (Present Day Education)!	Julie Edwards Libraries, Diversity, and IEFA	Ruth Ferris When Rocks Listen and Wind Whispers: Connecting Then and Now
		SIT DOWN LUNG 11:15-12:00 12:00-1:00 Keynote Ac	SIT DOWN LUNCHEON – BALLROOM 11:15-12:00 Lunch Service 12:00-1:00 Keynote Address with James Loewen		
		SESSIONS	SESSIONS FIVE and SIX		
SESSION 5 1:15-2:30	M. Kohl and J. Van Alstyne What Fools Crow Saw: Teaching Students to Imagine and Uncover History	Walter Fleming Environmental Education, Renewable Energy and IEFA	Mary Nellis How Cha-paa-qn Got Its Name: A 6th Grade Geography Unit for IEFA	<u>Brenda Johnston</u> Our World, Our Responsibility	
SESSION 6 2:40-3:55	James Loewen: Strategies for Learning and Understanding American Indian History	Michaun Archer Cross Curricular Reservations	S. Boham, J. Hinchman, and C. Smith IEFA: An Implementation Model That Works	D. Wilson, P. Ngai, G. Forrest, and M. Kaplan Partnerships for IEFA in Middle Schools	

Best Practices Conference SPOTLIGHT A CULTURAL CONTINUUM - Poetry Reading READINGS FROM BIRTHRIGHT: BORN TO POFTRY

As part of the first day of the 7th Annual Indian Education for All Best Practices Conference, please join us for this unprecedented event the evening of Monday, February 25, 2013, at the Myrna Loy Theater.

5:30 pm - Appetizers and refreshments will be served.
6:00 pm - 8:00 pm - Contributing poets will read selections from Birthright: Born to Poetry - A Collection of Montana Indian Poetry



The Myrna Loy Theater is located at 15 N. Ewing St. in Helena. (See MAP above)Directions from the Red Lion Colonial Hotel - Turn left out of the parking lot onto N. California. Go south to Broadway. Turn right and continue past the Governor's Mansion, the south side of the Capitol, across Montana, across Rodney, and you will be approaching Ewing. You will see the Courthouse building coming up on your right. Turn right on Ewing. The Myrna Loy Theater is directly across from the Courthouse. Additional parking can be found in the Courthouse parking lot.

James Loewen, Keynote Speaker

James Loewen is an acclaimed sociologist, historian, and best-selling author. His book *Lies My Teacher Told Me* inspires K-16 teachers to get students to challenge, rather than memorize, their textbooks. His mission is to overturn myths and misinformation that too often pass for U.S. history. Jim has written several books, and, in 2010, Teachers College Press published *Teaching What Really Happened*, intended to give K-12 teachers (and prospective teachers) solutions to the problems pointed out in Loewen's earlier works. He has won numerous awards and in 2012 received the Spirit of America Award from the National Council for the Social Studies. He now lives in Washington, D.C., and continues his research on how Americans remember their past. To learn more about his work please visit his website at: http://sundown.afro.illinois.edu/.

Keynote Address, Tuesday, February 26, 12:00-1:00 p.m.

Lies My Teacher Told Me about American Indians and How to Avoid Them

U.S. history textbooks have commonly treated Native Americans inaccurately or without great empathy from the beginning ("they wandered across Beringia") to modern times (disregarded). This keynote will highlight some of the issues found in textbooks, provide examples, and also suggest ways teachers and their students can use critical literacy skills to evaluate materials for accuracy and objectivity.

Session Summaries

Session 1: 10:45-12:00, Monday, February 25

Casey Olsen, 10th-12th Grades Literature and History Teacher, Columbus High School/Montana Writing Project

Social Justice and the Common Core

The Montana Common Core Standards (MCCS) are integrated with Indian Education for All (IEFA) language, an effort to reflect the State of Montana's constitutional mandate to recognize "...the distinct and unique cultural heritage of the American Indians..." and to commit "... in its educational goals to the preservation of their cultural integrity." This workshop will explore best literacy practices that have helped Montana Writing Project teacher-consultants integrate the Common Core, multicultural content and prejudice reduction pedagogy into the reading/writing workshop. When it comes to achievement and growth, every student can benefit from multicultural content integration within and beyond the Common Core. Participants will experience, discuss and analyze promising literacy practices, specifically pertaining to reading standards (literature & informational texts), writing standards, and speaking/listening standards and grow in their understanding of approaches and dimensions of multicultural education. We will discuss specific strategies for implementing prejudice reduction pedagogies in your own classrooms. Focusing on grades: 9-12

Heather Cahoon, PhD, Adjunct Professor, Native American Studies, University of Montana

Something for Everyone: Using American Indian Oral Traditions across the Curriculum

American Indian oral traditions, particularly storytelling, are one of the best mediums for understanding American Indian thought, creativity, and culture. Additionally, because oral traditions were the means by which entire cultures were perpetuated for millennia, they lend themselves to utilization across the curriculum; there is no one content area to which these stories should be relegated. This presentation focuses on defining oral traditions and their role in tribal societies and discusses how stories can be used in virtually every content area given their wide breadth of topics, applications, and ingenious age-conscious coding. Participants will be provided

with a selected bibliography of oral traditions from Montana tribes, suggestions for lessons and activities, as well as information on the appropriate use of sometimes sensitive materials such as Coyote and origin stories.

Focusing on grades: 9-12

Caitlin Chiller, 7th-12th Grades English Teacher, Simms High School

Beowulf Meets Sitting Bull

Teachers will receive a complete unit on *Beowulf* contrasted with Native American literature. Looking at narrative structure as well as genre, they will also engage students with the question, "What is a hero?" making a comparison with 21st century ideas about heroism. Lesson plans, handouts and examples provided. It will be demonstrated how IEFA can be integrated into a traditional curriculum and we will explore how to explore universal concepts in English literature that are relevant today.

Focusing on grades: 9-12

Linwood Tall Bull, Adjunct Professor, Chief Dull Knife College and Clarissa Werre, Technology Instructor K-5, Bozeman Public Schools

Building Relationships with Plants and People

Linwood TallBull, a Cheyenne Elder and Ethno-botanist, will discuss the relationships between native plants and the Northern Cheyenne people. Participants will be able to view examples of books made with pressed plant samples collected by Bozeman students and teachers. Ms. Werre will go over an instruction manual, "How to Collect, Press and Mount Plants," which will be given to all participants.

Focusing on grades: K-5 (but also appropriate 6-12)

Wendy Hopkins, 7th-12th Grades Science Teacher, Dodson High School; Kathy Widdicombe, 6th Grade Science Teacher, St. Labre; and Bill McLaughlin, Adjunct Physics Professor, Montana State University Science Horizons Initiative: Two Exemplar 7-12 IEFA Science Units Two teachers will share their unique hands-on science projects developed through the Science Horizons Initiative: Plant Pow Wow and Tribal Cell. Plant Pow Wow guides students through identification and research with indigenous plants around their school. Students use an iPad to photograph their adopted plant, record native pronunciation and oral histories before making a display about the plant. *Tribal Cell* involves students in constructing a 3-D model of an animal or plant cell. They then develop analogies between cell components and functions to the organization of tribal government. Each unit integrates grades 7-12 science objectives in cross-curricular techniques that include ELA, math, art, and history standards. The activities may be adapted to highlight specific Montana tribes and landscapes. These two teachers participated in a fully funded weeklong development project, Science Horizons Initiative, at Montana State University in Bozeman that will also be available this summer. Focusing on grades: 6-12

Jioanna Carjuzaa, Associate Prof. in Education, Montana State University; Brandi Foster, Director of American Indian and Minority Student Achievement, Montana University System; and K-12 Teachers Experiences from NASX 591 Indian Education for All: A Model for Culturally Responsive Pedagogy in Practice
During the Fall 2012 semester, K-12 teachers from across Montana participated in an online graduate course, NASX 591 IEFA: A Model for Culturally Responsive Pedagogy in Practice. In this session,

participated in an online graduate course, NASX 591 IEFA: A Model for Culturally Responsive Pedagogy in Practice. In this session, those teachers will share their personal key "take-aways" from this experience and highlight how it has helped them to better implement IEFA. Participants will understand how IEFA serves as a model for culturally responsive pedagogy, hear about fellow teachers' challenges and successes in implementing IEFA, and learn about the variety of useful materials and resources provided in this NASX course that help teachers implement IEFA in a culturally responsive manner. Focusing on grades: K-12

Session 2, 1:00-3:45, Monday, February 25

*In Depth Sessions- break time at discretion of presenters

Anna Baldwin, High School English Teacher, Arlee Schools Inside Anna's Classroom: Strategies for Place-Based Instruction and

In this active session participants will view *Inside Anna's Classroom*, a teacher-support DVD produced by HeartLines and disseminated by OPI to school libraries across Montana. Participants will experience several of the activities including Constitution study, treaty analysis, concept vocabulary development, and group discussion protocols. Participants will discover active pedagogies for use in any classroom and experience engaging ways to bring place-based topics to their own classes.

Focusing on grades: 9-12

Active Pedagogy

Bozeman Public School District #7: John Nielson, Eileen Zombro, and Kelly McNeil, Instructional Coaches Grades K-8

Into The Common Core: Close Reading As A Tool for Indian Education Resource Use

Need a tool to engage your students in the rich and copious IEFA resources? Close Analytic Reading is an expectation of the Common Core ELA Standards and a necessary reading skill for student success. We will be assisting in your attack of complex text via this double session. In the first half you will participate in a model of Close Reading using *The Birchbark House* and its Model Teaching Unit from OPI. You will wear both a teacher's and student's hat in this process. Next, you will build your own "close read" with IEFA materials. Finally, put on your teacher and student hats again and create a product for use in your own classroom.

Patti Bartlett, Junior High School Math and Science Teacher, Seeley Lake Elementary School

Natural Connections - Bull Trout, Fire Ecology, IEFA, and Science Standards

Seeley Lake students were exposed to the cultural importance of fisheries to different tribes in Montana via the *Bull Trout, Fire on the Land,* and *Fire Works* curricula. Utilizing water monitoring, habitat restoration, traditional fish trapping methods, and oral histories, students were able to identify elements in their ecosystem that enabled them to observe the interdependent relationships of organisms. Students employed the bow drill, oral histories, and fire ecology information to discuss historical and current management of the landscape. By the nature of this place-based curriculum and by integrating IEFA with science standards, this curriculum added relevance and personal connection for the students. We will discuss what worked and formulate ways for you to make this place-based and culturally relevant in your classroom.

Focusing on grades: K-8 (but can be adapted K-12)

Dorothea Susag, Indian Education Curriculum Specialist, OPI Indian Education Division

Montana Indian Poetry for All-Birthright: Born to Poetry

Have you had an opportunity to read and/or listen to the poems in one of our newest curriculum pieces for high school, *Birthright?* In this session we will discuss questions related to poems shared, identify poems in the collection that may link thematically with units you may already be teaching, and with the Montana Common Core Standards for Language Arts. We will review and respond to poems and discussion questions from this new OPI publication and consider ways to infuse these poems into your established curriculums. Focusing on grades: 9-12 (some poetry and lessons can be appropriately adapted 6-8)

<u>Session 3, 8:15-9:30, Tuesday, February 26</u>

Timothy Ryan, Heritage Education Specialist, EthnoTech
Cultural Landscapes and Indigenous Peoples of Montana
The Cultural Landscapes of Montana have been defined by many groups of indigenous peoples. The seasonal rounds of these first peoples put them in direct contact with the many and varied ecosystems that contain the resources needed to make life complete. Tim Ryan will explain through maps and images the seasonal rounds of the Salish and Kootenai tribes and how they influenced the cultural landscapes of Montana. The learning objectives for this session will focus on Traditional Ecological Knowledge (TEK) and the preservation of cultural landscapes.

Focusing on grades: K-12

Ken Soderberg, Montana State Parks Interpretation Program Specialist; Laura Ferguson, IEFA Curriculum Development Specialist; and Wendy Red Star, Chief Plenty Coups State Park Manager

In Your Own Backyard! Teaching Place and IEFA through Montana State Parks

Montana State Parks, in partnership with the Office of Public Instruction (OPI), created 21 lesson plans for teachers K-12, each featuring a Montana state park as the authentic setting for the learning. Participants will be introduced to the lesson plans and offer ideas of how nearby Montana State Parks can be used to enhance students understanding of Montana tribal nations.

Focusing on grades: K-12

Arlee Schools: Shawn Orr, Arlee Elementary Indian Studies and Anna Baldwin, High School English Teacher

Progress or Invasion? Allotment and Homesteading on the Flathead Reservation

In this interactive session, participants will explore primary sources to examine the effects of the policies of allotment and homesteading on the Salish and Pend d'Oreille people. An inquiry approach will be modeled, and participants will engage in active strategies transferable to K-12 classrooms. We will use primary sources, learn best practice pedagogy, and further our understanding of federal policies (allotment, homesteading).

Corvallis School District #1: Rob Plakke, Sophomore English Teacher; Maureen Powell, Photography Teacher; and Keenan Moore, Student Discovering Place in the Bitterroot: Student Self-Expression through Collaboration

English language arts and photography students visited local sites and discovered place through the eyes of tribal nation speakers. The students meta-cognitively processed this experience through poetry, short stories and photography. The students created and self-published books based on these locations and the tribal speaker's shared sense of place. We will highlight student involvement, demonstrate what a sense of place means to an individual student and explain web publishing.

Session 4, 10:00-11:15, Tuesday, February 26

Dee Anna Brady-Leader, Retired Administrator/ K - 12 & Carroll College and Craig Falcon, Executive Director, Blackfeet, International Traditional Games Society

Native Games: Land Place and the Seasons

This presentation looks at traditional Native education methods and the use of games that were connected to the natural world, sense of place on the landscape, and the stories of the peoples who played them. Plains Indian tribes taught life's lessons based on their physical locality, locally and seasonally available materials, and the tribes' sense of interrelatedness with other life forms. They encouraged humor, play, and social interaction that attached emotions to form memories. We will play, experience and create memories, as well as develop rich discussions in this presentation.

Focusing on grades: K-12

Marina Weatherly, Artist and K-12 Art Educator

The Art of Visual Storytelling: Plains Indian Perspectives

This presentation will include an overview of *The Art of Storytelling* from the new MHS/OPI curriculum packet; including the use of the power point presentation and accompanying interactive 4-6 lesson plan. Attendees will experience the art lesson and have time for discussion. Emphasis will be on illustrating how visual storytelling can meaningfully express individual and cultural connections to sense of place and loss of place from long-ago to the present.

Focusing on grades: 4-12

Ronn Moccasin, Assiniboine Studies Teacher 7th – 12th Grades, Wolf Point High School

Indian Education: Then (Boarding School Era) and Now (Present Day Education)

In this session we will look at the changes made to Indian education before, during and after the reservation period. It will be an historical review of significant events that helped shape views about education as it was being developed for our native students from reservations who attended boarding schools, day schools, and public schools. We will engage in discussions about historical and truthful identities. Focusing on grades: K-12

Julie Edwards, Ethnic Studies Librarian, Mansfield Library -University of Montana

Libraries, Diversity, and IEFA

This presentation will illustrate how the University of Montana's Mansfield Library's new Diversity Plan (2012) incorporated elements of IEFA in order to try to increase cultural awareness and competency and to highlight Native cultures in our built (human made and human influenced) environment. What we are undertaking at UM could be easily adapted for school libraries as well. We will spend some time sharing strategies for doing this and share ideas for increasing Native elements in the built environment. Come discover how libraries can support IEFA beyond collections and resources.

Focusing on grades: K-12

Ruth Ferris, Librarian K-5 and 7-8, Billings Public School District
When Rocks Listen and Wind Whispers: Connecting Then and Now
How can controversy help students' thinking become deeper? In a
living culture how do traditions continue? Participants will look at
the controversy surrounding the recent auction of Chief Joseph's
War Shirt. We will compare Bentley Spang's contemporary story The
War Shirt with Chief Joseph's War Shirt. Participants will look at the
benefits of using primary sources and photographs in the classroom.
Focusing on grades: 3-12

Session 5, 1:15-2:30, Tuesday, February 26

Martha Kohl, Historical Specialist, Montana Historical Society and Jill Van Alstyne, Sophomore Honors English, Helena High School

What Fools Crow Saw: Teaching Students to Imagine and Uncover History

Using Blackfeet author, James Welch's Fools Crow as a touchstone text, this presentation emphasizes the subjectivity of history (EU 6) and the importance of rigorously questioning historical sources. Attendees will leave with a ready-made unit centered on the 1870 Marias (or Baker) Massacre that introduces students to primary source analysis and research paper writing. This unit is designed to use IEFA as a vehicle to reach Common Core standards such as reading, analyzing and writing about complex texts.

Focusing on grades: 9-12

Walter Fleming, Kickapoo Tribe-Kansas, Department Head and Professor, Native American Studies, Montana State University

Environmental Education, Renewable Energy and Indian Education for All

This presentation will highlight strategies for the integration of science-related content into (primarily) elementary classrooms, with the emphasis on Indian Education for All ties. The focus is on environmental education, particularly sustainable energy; solar, wind, fuel cells, and biofuels. The presentation emphasizes the potential for renewable energy development on contemporary reservations.

Mary Nellis, Graduate Student, University of Montana, Department of Geography

How Cha-paa-qn Got Its Name: A 6th Grade Geography Unit for Montana IEFA

How do places get their names? House Bill 412, later known as The Renaming Places Project, created the process of changing 76 place names in Montana containing the word "squaw." This is an excellent opportunity for teaching students why place names are important, especially to Montana's Native peoples. We will explore how to expand student knowledge of place names and the importance of HB412 to all Montana residents, especially Montana's Native population. Discover how to impart to students how people's attachment to the place in which they live is mirrored in place names; learn how to develop a classroom-tested curriculum unit as yet another tool for integrating IEFA into your classroom.

Focusing on grades: 6-8

Brenda Johnston, English Teacher Grades, 9-12, Browning High School

Our World, Our Responsibility: A High School Literature Unit Encouraging Writing and Critical Thinking

This workshop features a unit that mixes science fiction and Indian Education for All. In the unit students read a selection of short stories (science fiction) and non-fiction articles, identifying common themes in the different genres. They use reading strategies to enhance reading comprehension and writing. The unit culminates with an essay where students examine what is happening in their environment and their responsibility to their world. A discussion will be led that links how what I did in my classroom can be tailored to yours.

Session 6, 2:40-3:55, Tuesday, February 26

James Loewen, Author and Keynote Speaker

History

In this breakout session, author Jim Loewen will suggest strategies for learning and understanding American Indian history that will result in realizing the important roles Native Americans have played in U.S. history. He will share ways to involve students in supplementing their textbooks through critical literacy.

Focusing on grades: 9-12

Michaun Archer, 4th Grade Teacher, Olney-Bissell School District #58
Cross Curricular Reservations

During Indian Heritage Day, our students visited each reservation in the classrooms. The students were learning both historical and current information about the tribes and reservations. Activities for each tribe and reservation were developed across content areas. I will share with you a variety of information on the reservations and tribes, how to integrate IEFA in each of the curricular areas, and share ideas of what you might do to celebrate Indian Heritage Day using the Essential Understandings.

Focusing on grades: K-8

Great Falls Public School District: Sandra Boham, Director Indian Education; JoLena Hinchman and Corri Smith, IEFA Instructional Coaches; and District Teachers

IEFA: An Implementation Model That Works

We will discuss an implementation model that works for IEFA. Teachers will learn how seamless infusion creates many opportunities for learning. Current classroom teachers will share their personal experiences with the model. Teachers will: learn how to infuse IEFA into content efficiently; experience samples of exemplar lessons in a range of grade levels and content areas; understand the value of infusing IEFA in their lessons and the relationships that form with their students as conversation about IEFA develops.

Dy Anna Wilson, Native American Specialist, MPCS; Phyllis Ngai, Assistant Prof., Dept. of Communication Studies, University of Montana; Gisele Forrest, Native American Community Specialist, MCPS; and Maeta Kaplan, 6th Grade Teacher, C.S. Porter Middle School

Partnerships for IEFA in Middle Schools

An IEFA Progressive Grant supported professional development for teachers in three Missoula middle schools. A unique aspect of the process was to facilitate partnership between teachers and members of the local Native community. This presentation will share the outcomes of this process that succeeded in strengthening a sense of place in a multicultural urban setting. We hope to inspire teachers to collaborate with members of the local Native community as a way of linking IEFA to "the place" in an urban setting, share teaching ideas (copies of lessons and units), a school-based project idea (a successful model for middle school), and insights about partnering with Indian families (lessons learned from conversations between teachers and parents). We will collectively reflect on the accomplishments of the professional development process (What do student learning outcomes tell us?) and explore ideas for future endeavors to support teachers to implement IEFA.

Constitution of Montana -- Article X -- EDUCATION AND PUBLIC LANDS Section 1. Educational goals and duties. (1) It is the goal of the people to establish a system of education which will develop the full educational potential of each person. Equality of educational opportunity is guaranteed to each person of the state. (2) The state recognizes the distinct and unique cultural heritage of the American Indians and is committed in its educational goals to the preservation of their cultural integrity. (3) The legislature shall provide a basic system of free quality public elementary and secondary schools. The legislature may provide such other educational institutions, public libraries, and educational programs as it deems desirable. It shall fund and distribute in an equitable manner to the school districts the state's share of the cost of the basic elementary and secondary school system.

MCA 20-1-501 (Indian Education for All)

20-1-501. Recognition of American Indian cultural heritage -- legislative intent. (1) It is the constitutionally declared policy of this state to recognize the distinct and unique cultural heritage of American Indians and to be committed in its educational goals to the preservation of their cultural heritage. (2) It is the intent of the legislature that in accordance with Article X, section 1(2), of the Montana constitution: (a) every Montanan, whether Indian or non-Indian, be encouraged to learn about the distinct and unique heritage of American Indians in a culturally responsive manner; and (b) every educational agency and all educational personnel will work cooperatively with Montana tribes or those tribes that are in close proximity, when providing instruction or when implementing an educational goal or adopting a rule related to the education of each Montana citizen, to include information specific to the cultural heritage and contemporary contributions of American Indians, with particular emphasis on Montana Indian tribal groups and governments. (3) It is also the intent of this part, predicated on the belief that all school personnel should have an understanding and awareness of Indian tribes to help them relate effectively with Indian students and parents, that educational personnel provide means by which school personnel will gain an understanding of and appreciation for the American Indian people.

History: En. Sec. 1, Ch. 527, L. 1999.

CHECK OUT FUTURE OFFERINGS IN HOT TOPICS AND PROFESSIONAL DEVELOPMENT AT:

http://opi/Programs/IndianEd/Index.html

Upcoming Spring 2013 Powwows... All are invited to attend!

April 12-13, MSU Bozeman Powwow April 19-20, UM Missoula Annual Kyi-Yo Powwow

April 11-13, 2013, Montana Indian Education Association 32nd Annual Conference: Leading the Change in Indian Education: Our Culture and Traditions are Our Strength Holiday Inn, Billings, Montana

June 10-11, IEFA Summer Institute
Watch for updated and detailed information to come: http://opi/
Programs/IndianEd/Index.html
Or contact John Keener at 406-657-1743
Montana State University-Billings campus

June 26-28, The International Conference of
Traditional Native Games
For more information or to download registration forms, visit
www.traditionalnativegames.org or call
Craig Falcon at 406-226-9141
Salish Kootenai College, Pablo, Montana

More to come...check on Hot Topics for updates!

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